

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

MIDDLE LEVEL VISUAL ART GRADE 7

Middle Level Visual Art Grade 7 is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

Middle Level Visual Art Grade 7 Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, comparing icons, themes, and ideas representative of various cultures. They explore art-related careers and ways to support the arts, utilizing resources of museums and galleries and identifying the impact of the arts on society.

- ☐ 7.1.1 Identify where, when, why, and by whom a work was made; and analyze the relationship between a work of art and the history, politics, and technology of the culture (focus: Asia, Africa, and the South Pacific).
- ☐ 7.1.2 Research and compare works of art to identify similarities and differences in function or purpose.
- ☐ 7.1.3 Identify, compare, and contrast themes, icons, and ideas that represent various cultural groups.
- ☐ 7.1.4 Research the roles of artists and skills needed for various art-related careers in the community.
- ☐ 7.1.5 Identify contributions that artists and art-related professionals have made to society.
- ☐ 7.1.6 Examine and critique art at local museums, galleries, virtual galleries, performance centers, and exhibitions in the community.
- ☐ 7.1.7 Discuss how artists, artwork, and art institutions can impact the economy of communities.
- ☐ 7.1.8 Identify ways one can become actively involved in supporting the arts in the community.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students experience works of non-Western art, identifying artists, cultures, styles, and historical aspects. They locate Western and non-Western artwork on a timeline to establish chronological perspective and identify beliefs, customs, and technology affecting artists' styles.

- ☐ 7.2.1 Identify and be familiar with works from major periods of non-Western art identifying

- artist, culture, style, and aspects from the historical context.
- ___ 7.2.2 Research and identify how beliefs, customs, and technology affect artists' styles of work.
- ___ 7.2.3 Identify Western and non-Western art and artifacts by locating them on a timeline.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- ___ 7.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- ___ 7.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4 – Theorize about art and make informed judgments

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by artists and critics.

- ___ 7.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- ___ 7.4.2 Present logical defense of personal viewpoints or preferences in art.
- ___ 7.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- ___ 7.4.4 Read and reflect upon critical writings about art by artists and critics.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they identify conflicting views on the nature of art.

- ___ 7.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- ___ 7.5.2 Refine personal response to works of art, identify problems or puzzles, and form hypotheses or well-supported viewpoints.
- ___ 7.5.3 Identify conflicting viewpoints in discussions on the nature of art and try to resolve these conflicts through logical reasoning.

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using expanded subject matter, media, techniques, and insightful observation. They evidence judicious selection of symbols, metaphors, subjects, and ideas to communicate personal statements. Students make connections between personal work and that of others in revising and refining artwork, utilize self

and peer critique, and demonstrate mutual respect.

- ___ 7.6.1 Create works of art based on sensitive observation from real life and personal experience.
- ___ 7.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, and media as sources for expanding artwork.
- ___ 7.6.3 Discriminate and select from a variety of symbols, metaphors, subject matter, and ideas to clearly communicate personal statements.
- ___ 7.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- ___ 7.6.5 Identify connections between personal work and similar works of art for the purpose of identifying criteria and revising and refining work.
- ___ 7.6.6 Demonstrate respect for personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- ___ 7.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- ___ 7.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one and two-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- ___ 7.7.3 Select and utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- ___ 7.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.
- ___ 7.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-

depth knowledge and integration of processes, technology, and sign systems from various subject areas.

- ___ 7.8.1 Identify similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and describe how integration of disciplines enhances learning.
- ___ 7.8.2 Create artwork integrating concepts, subject matter, technology, or the sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- ___ 7.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- ___ 7.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines.